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ABSTRACT

The commitment at Tarrant County Junior College (TCJC, Texas) to meet the needs of all students, including marginal or high risk students, is reflected in their Basic Studies Program, described in this report. (See ED 049 761 for the 1970-71 report). The program integrates methods, materials, and curriculum for 36 semester hours of freshman college-level work applicable toward the AA degree from TCJC. Data are presented on criteria used, students, attrition, academic success, follow-up studies, and graduates. Also, aims and objectives are presented for the courses in the curriculum: communications, reading improvement, personality foundations, career planning, humanities, natural science, and social science. (RN)

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ED 068083

SOUTH CAMPUS
TARRANT COUNTY JUNIOR COLLEGE DISTRICT
5301 Campus Drive
Fort Worth, Texas 76119

SUCCESS BREEDS SUCCESS

BASIC STUDIES

1971-72 Report

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JC 720 236

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UNIVERSITY OF CALIF.
LOS ANGELES

NOV 17 1972

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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Basic Studies at Tarrant County Junior College, South Campus
1971-72 Report

The open-door policy of the community college recognizes the need for all citizens to have a post high school education. However, if the community college is to meet the educational needs of the community, its admission requirements must be more flexible than that of senior colleges. An open-door or non-selective admission policy must be applied as part of the educational philosophy of the community college.

Inherent in this philosophy is the obligation that if a student is admitted to the community college, his admission should be predicted on the assumption that there be a reasonable chance for his success and the institution have a program to suit his needs and abilities.

Developmental education is a part of the total curriculum which a comprehensive community college offers. Programs for the high risk student are referred to by a variety of terms: remedial, developmental, compensatory, guided, or repair are but a few. Aside from the question of title, it is essential that the community college deals with the educational needs of all its students. Whenever there is an open-door admission policy, some form of developmental education is required. The failure of some two-year colleges to provide such programs has led to the labeling of the community college as a revolving-door rather than open-door institution.

Because of the commitment of Tarrant County Junior College to provide quality education for all its students, including the marginal or high-risk students, the Basic Studies program was created when the college opened in 1967 and has now operated for five years.

The Program

South Campus of the Tarrant County Junior College District occupies a 158.5-acre site on Loop 820 in south Fort Worth, Texas. The 13 building campus was completed by September, 1967, at which time the first classes began.

The institution was created as a result of the citizens of Tarrant County interest in education. This public, community college subscribes to the principle that people in a democracy need a liberal education regardless of their career choice. The Board of Trustees, Administration, and Faculty therefore, are committed to excellence in all aspects of the college program. Quality education is the primary objective of all programs, whether in university parallel curricula, occupational education, developmental education, or continuing education.

The Basic Studies program (General Studies Division) is a result of the college's commitment to providing quality education for all its students. It is a first year, college-level curriculum of general education designed to create for the student a new and dynamic educational environment. The objective of the program is to assist the student in developing an awareness of himself and his society. A combination of methods, materials, and the curriculum are integrated to assist the student in achieving this objective and meet his individual needs.

The program offers 36 semester hours of freshman college work for high school graduates, or equivalent students who are 17-21 years of age. The program is not a traditional developmental program in that it can be followed by the sophomore year of study and graduation with an Associate

Arts Degree from Tarrant County Junior College. It can also lead to a degree in any of the Technical-Vocational Programs offered by the college.

The curriculum of the Basic Studies program consists of:

1. COMMUNICATIONS (6 hours) - Teaches the practical applications of English as a communicative level.

2. READING IMPROVEMENT (2 hours) - Designed to increase reading enjoyment.

3. SOCIAL SCIENCE (6 hours) - Investigates contemporary society, its structure, its functions and its problems.

4. NATURAL SCIENCE (8 hours) - Allows the student to investigate the phenomenon of human anatomy and physiology, and encourages exploration of present day problems in health, air and water pollution, drugs, mental health and other topics.

5. HUMANITIES (6 hours) - Includes study of the arts, modern culture and cultural heritage.

6. PERSONALITY FOUNDATIONS (3 hours) - Provides opportunities to understand and develop a desirable self-image.

7. CAREER PLANNING (3 hours) - Designed to assist the student in making a realistic career choice.

8. PHYSICAL EDUCATION (2 hours) - Foundation and activity courses.

The Basic Studies program has features unique to most developmental education programs. These are:

1. BLOCK SCHEDULE - The student has the option of choosing a prearranged block of courses with 25-30 students with whom he will meet all classes for at least one semester.

2. COUNSELING SERVICES - The Division of General Studies has one counselor for each 100 students. Each student has access to personal, vocational, and academic counseling.

3. TEAM TEACHING - Each student chooses a team which is composed of 100-125 students and six teachers.

4. CLASSROOM TIME - Classes are divided into large and small group sessions which are flexible, and can be changed, reorganized, or cancelled in favor of special events.

5. FIELD TRIPS - Field trips are arranged in all courses as learning experiences.

6. ATHLETICS - Students and faculty members engage in athletic competition.

Criteria Used to Establish Need for Taking the Basic Studies Program

The criteria for counseling the student to take the Basic Studies program at South Campus, Tarrant County Junior College, are of two types. The student is counseled and/or advised to take the program if:

1. The student has a composite score of 13 or below on the American College Test (ACT) and/or

2. The student's probability of earning an overall average of "C" or higher is 25 percentile or below as determined by the American College Test (ACT) reporting service.

If the student meets either of the above criteria, he is referred to a counselor in the General Studies Division. It is then the counselor's professional responsibility to explain the program to the student, to counsel and/or advise him to enroll in the Basic Studies program. The student cannot be required to take the program.

The Students

Fall, 1971

Total Students: 234		
	NUMBER	PERCENT
Male	173	74%
Female	61	26%
Blacks	47	20%
Browns	19	8%
Whites	168	72%

Spring, 1972

Total Students: 215		
Male	144	67%
Female	71	33%
Blacks	48	22%
Browns	17	9%
Whites	150	69%

The male population in the program continues to outnumber the female by almost a three-to-one ratio. This is indicative of our total junior college enrollment pattern the past two years or so.

Despite a drop in overall enrollment in Basic Studies last year (due primarily to the resistance of many students, particularly minority, to enroll in courses which may not transfer without the A.A. degree), the ratio of white students to black and brown students remained very close to what it has been in the past.

Attrition

In simple terms, one of our program objectives is to keep students in school as long as possible rather than flunk them out or try to get them to drop courses. Research has shown that traditional remedial programs often have attrition rates as high as 20 to 50 percent. Attrition rates

below 10 percent are rare but Basic Studies has always been successful at keeping students in school through our total environmental press approach. The past year's results in this are as follows:

Attrition Report

ENROLLED	WITHDREW	% ATTRITION
	Fall, 1971	
234	14	5.9%
	Spring, 1972	
215	19	8.8%

It might also be reported that the percentage of attrition between semesters for the program was quite low - about 6 percent.

Academic Success

The following report on grade point averages and academic standing indicates that most students in the Basic Studies program did achieve more success in school than they ever had before. Eighty-two percent had GPA's of at least 2.0 or better in the fall; seventy-five percent had such in the spring. The academic standing statistics bear out the success orientation of the program.

BASIC STUDIES STUDENTS

GRADE POINT AVERAGES

GPA	NUMBER	PERCENT
Fall, 1971		
.00 - .99	6	3%
1.00 - 1.99	29	15%
2.00 - 2.99	105	53%
3.00 - 3.99	57	29%
4.00	0	
Spring, 1972		
.00 - .99	30	14%
1.00 - 1.99	24	11%
2.00 - 2.99	98	46%
3.00 - 3.99	57	27%
4.00	4	2%

ACADEMIC STANDING

STANDING	NUMBER	PERCENT
Fall, 1971		
Good	162	81%
Probation	36	18%
Suspended	1	1%
Spring, 1972		
Good	166	79%
Probation	35	17%
Suspended	10	4%

As was mentioned earlier, students are not forced to take the Basic Studies program. Over 100 students who qualified for the program last year elected to pursue other academic routes rather than enter Basic Studies. Follow-up was made on as many of these students as possible (91). The next table compares the semester hours earned last year at TCJC by these students with the total semester hours earned by Basic Studies students.

It is significant to note that 86% of the Basic Studies who completed the year earned above 25 semester hours credit; only 35% of the students who refused Basic Studies earned above 25 semester hours. Since thirty semester hours credit is generally considered sophomore standing, the figures indicate at least 80% of the Basic Studies students now have sophomore standing while 15% of the other students are now sophomores.

It is also helpful to note the other statistics that follow on these students who elected not to take Basic Studies. Thirty-seven percent were on probation after the fall semester. Forty-five percent earned ten hours or less during the fall; fifty-three percent earned ten semester hours or less in the spring. TWENTY-SEVEN PERCENT failed to return for the spring semester.

Other things can be gleaned from the follow-up on these students, but, in general, it is safe to say that in terms of semester hours earned and academic achievement and standing, the Basic Studies students fared better than those who were eligible but decided not to enter the program.

STUDENTS REFUSING BASIC STUDIES

Semester Hrs. Earned, 1971-72 School Year

Semester Hrs. Earned	No. of Students	Percent
0 - 5	3	5%
6 - 10	5	8%
11 - 15	9	15%
16 - 20	8	12%
21 - 25	17	25%
26 - 30	14	20%
31 - 35	9	15%

BASIC STUDIES STUDENTS

Semester Hrs. Earned, 1971-72 School Year

Semester Hrs. Earned	No. of Students	Percent
0 - 5	1	1%
6 - 10	1	1%
11 - 15	0	0%
16 - 20	15	8%
21 - 25	5	4%
26 - 30	12	6%
31 - 35	55	31%
36 - 38	87	49%

STUDENTS ELIGIBLE BUT REFUSED BAS

Fall, 1971

TOTAL: 91

GPA	NUMBER	PERCENT
.00 - .99	13	14%
1.00 - 1.99	22	24%
2.00 - 2.99	35	38%
3.00 - 3.99	16	17%
4.00	0	0%
Withdraw	5	7%
Good Standing	57	63%
Probation	34	37%

HOURS ATTEMPTED	NUMBER	PERCENT
18	1	1%
17	3	3%
16	3	3%
15	14	17%
14	19	22%
13	9	11%
12	14	16%
11	5	6%
10	4	5%
9	3	3%
8	0	0%
7	4	5%
6	5	6%
5	1	1%
4	1	1%
3	0	0%
2	0	0%
1	0	0%
Total:	86	

HOURS EARNED	NUMBER	PERCENT
18	0	0%
17	3	3%
16	1	1%
15	2	2%
14	11	13%
13	9	11%
12	2	2%
11	18	22%
10	13	16%
9	4	5%
8	1	1%
7	5	7%
6	5	7%
5	1	1%
4	4	5%
3	0	0%
2	2	2%
1	1	1%
	Total: 82	

TOTAL ENROLLED IN DIFFERENT PROGRAMS

University Parallel	45	55%
Vocational Technical	15	18%
Developmental	22	27%

STUDENTS ELIGIBLE BUT REFUSED BAS

Spring, 1972

TOTAL: 66

GPA	NUMBER	PERCENT
.00 - .99	7	10%
1.00 - 1.99	9	14%
2.00 - 2.99	33	50%
3.00 - 3.99	14	21%
4.00	0	0%
Withdraw	3	5%
Forced Withdrawal	3	5%
Good Standing	47	71%
Probation	16	24%

HOURS ATTEMPTED	NUMBER	PERCENT
18	2	3%
17	5	8%
16	4	6%
15	4	6%
14	7	12%
13	10	16%
12	3	5%
11	4	6%
10	6	9%
9	4	6%
8	0	0%
7	5	8%
6	5	8%
5	1	2%
4	0	0%
3	2	3%
2	0	0%
1	1	2%
Total:	63	

HOURS EARNED	NUMBER	PERCENT
18	2	3%
17	5	8%
16	4	6%
15	3	5%
14	6	9%
13	5	8%
12	0	0%
11	5	8%
10	9	14%
9	4	6%
8	0	0%
7	4	6%
6	6	9%
5	1	2%
4	1	2%
3	1	2%
2	1	2%
1	1	2%
0	5	8%
	Total: 63	

TOTAL ENROLLED IN DIFFERENT PROGRAMS

University Parallel	50	79%
Vocational Technical	13	21%
Developmental	0	0%

Follow-Up on Former Basic Studies Students

Another aspect of our research has been to follow the progress of former Basic Studies students who go on to the regular transfer or technical-vocational curricula. The following tables show statistics that are available to us now on former Basic Studies students who were enrolled at TCJC last year during the fall, spring, and first summer sessions.

Some of the more positive items worth noting include:

(1) 64% of these students achieved 2.0 GPA's or above in the fall; 63% did so in the spring.

(2) 79% (fall) and 73% (spring) achieved good academic standing.

(3) Success in university parallel courses such as English, History, and Government was greater than that found in previous Basic Studies follow-up studies.

(4) Placement of students in sophomore English Literature classes seemed warranted in light of general success found on the follow-up.

(5) More of the Basic Studies students are finding success in the occupational programs than ever before. Yet we are still not satisfied with the low number who choose to go the technical-vocational route after Basic Studies or the still somewhat high percentage of students who experience serious academic difficulties in many of these areas. Note the following statistics on former Basic Studies students.

Fall-Spring 1971-72

Program	Above 2.0 GPA	Below 2.0 GPA
Secretarial	1	2
Nursing	1	1
Automotives	6	2
Air Cond. & Refrig.	1	1
Data Processing	1	1
Recreational Leadership	2	
Drafting	2	1
Aerospace	2	
Fashion Merchandising	1	
Electronics	1	
TOTALS:	18	8

FORMER BASIC STUDIES STUDENTS
ENROLLED IN OTHER PROGRAMS ON
TCJC, SOUTH CAMPUS

GRADE POINT AVERAGES
Fall, 1971

GPA	NUMBER	PERCENT
.00 - .99	24	12%
1.00 - 1.99	46	24%
2.00 - 2.99	95	49%
3.00 - 3.99	27	13%
4.00	2	2%
	Spring 1972	
.00 - .99	39	19%
1.00 - 1.99	37	18%
2.00 - 2.99	93	45%
3.00 - 3.99	34	16%
4.00	3	2%

ACADEMIC STANDING
Fall, 1971

STANDING	NUMBER	PERCENT
Good	153	79%
Probation	30	15%
Suspended	3	2%
No Evaluation	8	4%
	Spring, 1972	
Good	152	73%
Probation	31	16%
Suspended	11	5%
No Evaluation	14	7%

ENGLISH COURSE GRADES
Former Basic Studies Students

Fall, 1971

English 1203 - Developmental Eng.

	NUMBER	PERCENT
Total Enrolled	3	
Completed Course	2	$66^2/3\%$
Received Credit for Course	2	$66^2/3\%$
Made C or Better (those receiving credit for course)	2	100%

Grade Distribution

GRADE	NUMBER
A	0
B	0
C	2
D	0
F	0
W-WF	1

English 1613 - Freshman Comp. I

	NUMBER	PERCENT
Total Enrolled	16	
Completed Course	11	69%
Received Credit for Course	9	82%
Made C or Better (those receiving credit for course)	8	73%

Grade Distribution

GRADE	NUMBER
A	0
B	0
C	8
D	1
F	2
W-WF	5

English 1623 - Freshman Comp. II

	NUMBER	PERCENT
Total Enrolled	36	
Completed Course	32	89%
Received Credit for Course	23	72%
Made C or Better (those receiving credit for course)	18	56%

Grade Distribution

GRADE	NUMBER
A	0
B	1
C	17
D	5
F	9
W-WF	4

English 2613 - English Literature I

	NUMBER	PERCENT
Total Enrolled	1	
Completed Course	1	100%
Received Credit for Course	1	100%
Made C or Better (those receiving credit for course)	1	100%

Grade Distribution

GRADE	NUMBER
A	0
B	0
C	1
D	0
F	0
W-WF	0

English 2633 - Masterpieces of Literature I

	NUMBER	PERCENT
Total Enrolled	56	
Completed Course	44	79%
Received Credit for Course	37	84%
Made C or Better (those receiving credit for course)	31	70%

Grade Distribution

GRADE	NUMBER
A	2
B	9
C	20
D	6
F	7
W-WF	12

English 2643 - Masterpieces of Literature II

	NUMBER	PERCENT
Total Enrolled	3	
Completed Course	3	100%
Received Credit for Course	3	100%
Made C or Better (those receiving credit for course)	3	100%

Grade Distribution

GRADE	NUMBER
A	0
B	0
C	3
D	0
F	0
W-WF	0

HISTORY COURSE GRADES
Former Basic Studies Students

Fall, 1971

History 1633 - Selected Minorities I

	NUMBER	PERCENT
Total Enrolled	12	
Completed Course	11	92%
Received credit for course	11	92%
Made C or Better (those receiving credit for course)	10	84%

History 1643 - Selected Minorities II

	NUMBER	PERCENT
Total Enrolled	10	
Completed Course	10	100%
Received credit for course	10	100%
Made C or Better (those receiving credit for course)	10	100%

History 2613 - U.S. History to 1865

	NUMBER	PERCENT
Total Enrolled	95	
Completed Course	85	90%
Received credit for course	74	86%
Made C or Better (those receiving credit for course)	61	71%

History 2623 - U.S. History since 1865

	NUMBER	PERCENT
Total Enrolled	117	
Completed Course	97	83%
Received credit for course	84	86%
Made C or Better (those receiving credit for course)	68	70%

GOVERNMENT COURSE GRADES
Former Basic Studies Students

Fall, 1971

Government 2613 - U.S. Government

	NUMBER	PERCENT
Total Enrolled	80	
Completed Course	77	97%
Received credit for course	77	100%
Made C or Better (those receiving credit for course)	73	95%

Government 2623 - Texas State and Local

	NUMBER	PERCENT
Total Enrolled	128	
Completed Course	112	88%
Received credit for course	101	91%
Made C or Better (those receiving credit for course)	97	87%

ENGLISH COURSE GRADES
Former Basic Studies Students

Spring, 1971

English 1303 - Applied Communications I

	NUMBER	PERCENT
Total Enrolled	2	
Completed Course	2	100%
Received Credit for Course	2	100%
Made C or Better (those receiving credit for course)	2	100%

Grade Distribution

GRADE	NUMBER
A	0
B	1
C	1
D	0
F	0
W-WF	0

English 1613 - English Comp. I

	NUMBER	PERCENT
Total Enrolled	13	
Completed Course	7	54%
Received Credit for Course	6	86%
Made C or Better (those receiving credit for course)	4	57%

Grade Distribution

GRADE	NUMBER
A	0
B	1
C	3
D	2
F	1
W-WF	6

English 1623 - English Comp. II

	NUMBER	PERCENT
Total Enrolled	25	
Completed Course	16	64%
Received credit for course	15	94%
Made C or Better (those receiving credit for course)	4	57%

Grade Distribution

GRADE	NUMBER
A	0
B	5
C	6
D	4
F	1
W-WF	10

English 2613 - English Literature I

	NUMBER	PERCENT
Total Enrolled	4	
Completed Course	4	100%
Received Credit for Course	4	100%
Made C or Better (those receiving credit for course)	2	50%

Grade Distribution

GRADE	NUMBER
A	0
B	0
C	2
D	2
F	0
W-WF	0

English 2633 - Masterpieces of Literature I

	NUMBER	PERCENT
Total Enrolled	46	
Completed Course	34	74%
Received credit for course	30	88%
Made C or Better (those receiving credit for course)	23	68%

Grade Distribution

GRADE	NUMBER
A	1
B	6
C	16
D	7
F	4
W-WF	12

English 2643 - Masterpieces of Literature II

	NUMBER	PERCENT
Total Enrolled	30	
Completed Course	26	87%
Received Credit for Course	25	96%
Made C or Better (those receiving credit for course)	19	73%

Grade Distribution

GRADE	NUMBER
A	1
B	2
C	16
D	6
F	1
W-WF	4

English 2663 - Readings in Literature

	NUMBER	PERCENT
Total Enrolled	3	
Completed Course	3	100%
Received credit for course	3	100%
Made C or Better (those receiving credit for course)	3	100%

Grade Distribution

GRADE	NUMBER
A	0
B	2
C	1
D	0
F	0
W-WF	0

ENGLISH COURSE GRADES
Former Basic Studies Student

Summer, 1971

English 1203 - Developmental Eng.

	NUMBER	PER CENT
Total Enrolled	1	
Completed Course	1	100%
Received Credit for Course	1	100%
Made C or Better (those receiving credit for course)	1	100%

GRADE DISTRIBUTION

GRADE	NUMBER
A	0
B	0
C	1
D	0
F	0
W-WF	0

English 1613 - Freshman Comp I

	NUMBER	PER CENT
Total Enrolled	4	
Completed Course	3	75%
Received Credit for Course	3	75%
Made C or Better (those receiving credit for course)	3	100%

GRADE DISTRIBUTION

GRADE	NUMBER
A	0
B	0
C	3
D	0
F	0
W-WF	1

English 1623 - Freshman Comp II

	NUMBER	PER CENT
Total Enrolled	10	
Completed Course	9	90%
Received Credit for Course	9	90%
Made C or Better (those receiving credit for course)	8	88%

GRADE DISTRIBUTION

GRADE	NUMBER
A	0
B	3
C	5
D	1
F	0
W-WF	1

English 2633 - Sophomore Literature I

	NUMBER	PER CENT
Total Enrolled	6	
Completed Course	6	100%
Received Credit for Course	6	100%
Made C or Better (those receiving credit for course)	6	100%

GRADE DISTRIBUTION

GRADE	NUMBER
A	3
B	2
C	1
D	0
F	0
W-WF	0

English 2643 - Sophomore Literature II

	NUMBER	PER CENT
Total Enrolled	2	
Completed Course	2	100%
Received Credit for Course	2	100%
Made C or Be[illegible]		
(those receiving credit for course)	1	50%

GRADE DISTRIBUTION

GRADE	NUMBER
A	1
B	0
C	0
D	1
F	0
W-WF	0

Graduates

At our district commencement ceremonies on May 23, 1972, thirty former Basic Studies students received degrees or certificates of completion. Twenty more are due to graduate this summer. In previous graduations, almost eighty of our exes have received diplomas. Our percentages are excellent in this area.

Those former Basic Studies students who plan to transfer to four-year institutions work hard to complete requirements for the Associate in Arts degree since our transfer plans with schools in the state generally require the degree before the Basic Studies courses will transfer. We have transfer plans with the University of Texas at Austin, University of Texas at Arlington, North Texas State University, Texas Wesleyan College, East Texas State University, Tarleton College, Texas Tech University, Stephen F. Austin University, University of Houston, Texas A. & M. University, and Prairie View.

We think this is fair and equitable for all concerned since all Basic Studies courses are credit courses at Tarrant County, count toward a degree, and are "college level" in the eyes of our institution. Gaining transfer credit has been a tremendous boon for the image, progress, and continued success of our Basic Studies program. The majority of Basic Studies students will never complete a degree and transfer but it is very important for the door to be open for all students as far as transfer is concerned. The students now know that they can transfer BAS credits if they are successful in our program and in the university parallel program and receive the A.A. degree.

Conclusion

Enrollment of the high-risk student in the community college challenges the stated philosophy of the college. Many question the quality of education provided for marginal students. "Developmental program" in many institutions means only several remedial courses in the language arts and mathematics. It does not mean a complete, well-conceived and well-designed program of education for the marginal student. Research shows that it is probable that most of the compensatory programs and practices reported by junior colleges are not at all special, but are part of their regular ongoing programs. These regular programs of most junior and community colleges are somewhat compensatory, but they are not special programs addressed specifically to disadvantaged students.

Tarrant County Junior College with its special program for the special student, is attempting to fulfill its obligation to the marginal student by providing quality education. The innovativeness, spirit, flexibility and dedication of the faculty, we hope, will serve as some sort of a model for other community colleges who are as interested as we are in making their institutions truly "open-door" colleges.

PART II

SYLLABI
(Aims and Objectives)

The following section contains the objectives for each of the course offerings in the Basic Studies program. It does not contain the full course syllabus for any course because to do so would make this publication more voluminous than we desire.

Course content does change from year to year in the program since our attempt is to adapt course content to the particular students we work with in any one given semester or academic year. Therefore, it should be understood that an examination of our courses this year should reveal some differences from what is given in this progress report.

Communications
1603

I. Aims and Objectives

A. Overview

The ability to reach people, to influence them and be influenced by them is what Communications is all about. It is through communications media that people understand each other and receive and provide information. Intelligent use of communications provides instruction, interpretation, leadership in the formation of public opinion. Unwise use of any form of communication can be destructive and dominating. Therefore, knowledge of the field of Communications not only increases the personal influence one can have, it also strengthens him against the misuse of the tool by others.

Communications has as its focal thrust the concept that the student will identify points of view held by others and by himself. He will then discover the sources for these viewpoints and be able to label those which are positive and those which negatively act upon views so they become destructive.

Each of the objectives and affective goals of the course contributes to the developing concept of viewpoint for the student. He begins to think more critically and open-mindedly, reading more perceptively as he becomes involved in searching for validation of his evolving views. He becomes more tolerant of the views of others, though he may require evidence from them as he learns to provide it for his own. The learning activities and content of the course are varied, often coming directly from an experience or an event on campus, though planned content is the basis for the learning.

Techniques used in the course to reach the goals include formal group discussions and free "rap" sessions, though the latter become more responsible as students develop; specific steps to better writing; reading for meaning and interpretation; but above all else is the magic worked by the program as a whole in giving the student increased awareness of his value and the abilities that he has. He becomes comfortable in the academic world, perhaps for the first time in his life. Learning takes place.

B. General Objectives

After completing the Communications course, the student will:

1. Be able to communicate freely and effectively not only through speech, but in writing, reading, and listening skills.

2. Develop increased awareness that the scientific method can be applied to problem solving in education and in life situations.

I. Aims and Objectives (cont.)

B. General Objectives

3. Develop a healthy and realistic self-concept based on his capabilities as well as his interests.

4. Learn to think critically and to make decisions supported by ration and logic.

5. Develop tolerance for new and different ideas and open-mindedness toward the beliefs of others.

6. Accept himself and other men as unique individuals.

C. Specific Objectives

1. The student is to show increased awareness of proper questions he may ask in relation to the subject being discussed to the extent that he increasingly asks questions relevant to the matter being discussed.

2. The student is to understand the value of intelligent and appreciative listening to the extent that he can respond to the instructor's presentations and will participate by responding in small group discussions of content material.

3. The student will demonstrate concern for the value of punctuation as a part of good writing to the extent that the instructor observes him:

a. Using the rule sheet voluntarily for other writing tasks than those for Communications.

b. Improving his practical punctuation in all written matter.

c. Showing willingness to work individually on those troublesome areas of punctuation he had formerly only excused away.

4. The student will develop acceptance of himself and every other human being as a unique individual to the extent that he:

a. Develops a positive self-concept made up of a realistic evaluation of his capacities and his potential.

b. Demonstrates regard for other human beings by acts of respect and consideration for their feelings.

I. Aims and Objectives (cont.)

C. Specific Objectives

5. The student is to develop an attitude of open-mindedness to the extent that he:

a. Listens to new and different ideas
b. Reads material which he previously had rejected
c. Talks about controversial topics
d. Although he disagrees, he shows politeness rather than emotion toward the views of others.

D. Course Objectives

After completing the Communications course, the student will be enabled to:

1. Write an acceptable college theme
2. Successfully complete the written assignments in his other courses
3. Recognize overgeneralizations and eliminate them in his speaking and writing
4. Define vague, abstract words he might use in writing or speaking
5. Express his point of view clearly on such subjects as the draft, drugs, dissent, college, sports, race relations, social problems, religion, love, marriage, himself
6. Eliminate some of his grammar errors in formal written English
7. Identify some of his errors in thinking and reasoning
8. Express his opinions orally without a feeling of embarrassment
9. Prepare an outline and use it effectively in written and oral preparation
10. Demonstrate his comprehension of the reading assignments over the semester by being able to answer correctly questions pertaining to the assignments
11. Develop the skill of rhetorical communication through listening process
12. State and define the elements of the model of the communication process
13. Demonstrate the communication process through participating in discussions and by analyzing observed discussions.

II. Methods and Procedures

A. Team I

1. Lecture
2. Discussion
3. Demonstration
4. Instructional media
5. Individualized instruction units
6. Slides
7. Individual and group reports
8. Practice in participation
9. Reports

Communications 1613

I. Aims and Objectives

A. Overview

The second semester of Communications seeks to incorporate and implement the skills of better communication that the student has attained. Methods are more sophisticated and content is deeper. Freedom of expression is encouraged, yet structure and form are also emphasized for writing skills. It is an interpretive, analytical course, as well as a practical and useful course in individual communication.

More literature is used in 1613 than in 1603 in attaining the goals. However, relevance of the literature to the student's needs is a major criterion in the selection of each piece. This syllabus, as well as the syllabus for 1603, reveals clearly that the instructors work toward the same goals and objectives, but frequently employ different content according to the needs and aims of her own team.

B. General Objectives

Using the developed skills from Communications 1603, the student will demonstrate in Communications 1613 application of these principles in the following ways:

1. He will be able to interpret literature and films perceptively.

2. He will analyze forms of literature and writing.

3. He shows critical discrimination in levels of taste, concepts and value.

4. He will write adequately for college level purposes.

5. He will evaluate facts, opinions, assumptions with supported judgment.

C. Specific Course Objectives

1. Myth and Legend

The first unit of study this semester will be one in which we explore myths and legends. Myths have been written and told for as long as there have been men who communicated with other men. However, we will see that myths continue to be written

I. Aims and Objectives (cont.)

C. Specific Course Objectives

1. Myth and Legend (cont.)

today. An example of this might be the mistique that has grown around John Kennedy. He is already becoming a legendary character, a hero of the mythical tradition.

The objectives for the unit are these:

Given selected myths from the Greek, Roman, and Teutonic tradition, the student will understand legends so that he can:

a. Discriminate between religious and mythical needs of man.
b. Explain the basis for development of myths.
c. Write his own creative myth based upon the traditions explored in the study.

2. Oedipus the King

We will read the play, see two short films about it, and complete the following objectives:

a. You will be able to define dramatic irony.
b. You will discover the theme of the tragedy.
c. You will be able to explain the purpose of the chorus in Greek drama.
d. You will be able to relate the plot of the play to the psychological concept of the Oedipus complex.

3. Poetry

The student will experience poetry in media presentations, in reading, in writing poems, and he will be able to:

a. Identify the author's purpose.
b. Determine the ideas of each phrase.
c. Realize moods.
d. Realize over-all meaning of the poem by reading each poem more than once.
e. Orally interpret a poem by a recognized or published poet intent.
f. Select and analyze a poem written by a classmate.
g. Write the theme of a poem by interpretation of symbolism.
h. Write an original poem.
i. Create a personal definition of poetry on a post-test.

4. Short Story

Given instruction on elements characteristic of short story fiction and using selected short stories, the student will

I. Aims and Objectives (cont.)

C. Specific Course Objectives

4. Short Story (cont.)

be able to:

a. State a theme for each story read.
b. Identify the major character.
c. Name the type of conflict in each story.
d. State the point of view used by each author.
e. Identify major elements of fiction present in each story.
f. Identify the theme in stories that employ symbolism.
g. Transfer this learning to interpretation of films presented during the unit.

5. The Novel: Native Son

The purpose of this experimental unit was to give students a general overview of the novel form. Specific steps toward this goal taken in the Spring of 1972 were the following:

a. Tape presentation in Reading Lab on how to read a novel.
b. Skills of scanning a novel were introduced and Part I of the novel was scanned in Reading Lab.
c. Large group follow-up discussion demonstrated general understanding of the novel.
d. The evaluation instrument to test success of the unit was for the student to select a character from the novel and write a character analysis, using a teacher-written model as a guide.

Comment: The instructors evaluate this experiment as being ineffective in its present form, as revealed by student response. It will be revised.

6. The Research Paper

Using the selected style guide book, the student will write a research paper demonstrating that he can:

a. Select and narrow a topic.
b. Collect and document sources on his subject.
c. Make and use note and bibliography cards.
d. Organize his notes.
e. Prepare an outline.
f. Revise and polish his first draft.
g. Present the paper in perfect final form.

7. Business Communications

Using models of each form required the student will understand business communication to the extent that he can:

I. Aims and Objectives (cont.)

C. Specific Course Objectives

7. Business Communications

a. Neatly fill out two standard employment application forms.

(1) One copy is supplied in Unit
(2) The other copy will be supplied by each student.

b. Organize a personal data sheet (or resume) and type it with no errors of any kind, so that it can be used along with application form for employment, when needed.

c. Write three letters to acquire three actual personal references to use on his data sheet, including such persons as:

(1) Teacher
(2) Employer
(3) Minister
(4) Business acquaintance

d. Demonstrate feedback of written response from each personal reference or address a letter to your instructor informing her of the oral response.

e. Write a business letter of the following types:

(1) Thank you for information received
(2) Inquiry for needed information
(3) Request for interview for a job advertised in the newspaper (Staple copy of ad to the bottom of letter page.)
(4) Letter of application for a job

f. Survey Sheet (Evaluation)

Fill out and return this sheet by placing it at the end of your unit package.

(EVALUATION) There will be no exam on this unit. The student will compile the various business forms and letters into a syllabus (note book form), which will be graded for Communication class and returned for his use as needed in the world of work.

II. Methods and Procedures

A. Team I

1. Lecture
2. Discussion
3. Demonstration
4. Instructional media (films, filmstrips, tapes, slides)
5. Individualized instruction units
6. Practice in participation

READING IMPROVEMENT 1601

I. AIMS AND OBJECTIVES

The Reading Improvement course is required for two semesters and gives one hour credit for each semester. Each of the three vertical teams in Basic Studies has a reading instructor.

The students coming into this course test from about third grade reading efficiency to post-graduate reading efficiency. Therefore, it is necessary for the course to be highly individualized.

We feel that we must teach our students three major skills:

1. Reading is thinking. A good reader knows how to concentrate. He attacks reading with adequate mechanical skills, vocabulary, and experiential background.

2. A good reader remembers what he reads. He is aware of mind-set and reminds himself before each reading task that he is, indeed, going to remember. He learns how to apply or associate what he reads so that memory is possible.

3. A good reader thinks critically and creatively about the reading material as a result of or in the process of associating and applying.

Our goal is to make reading a meaningful, pleasant experience. When our students realize that reading is enjoyable, not tortuous, he will improve his skills and reading efficiency will become a reality.

II. METHODS AND PROCEDURES

A. Pre and post testing with college-level standardized reading tests followed by placement in multi-level instructional materials.

B. Use of the following "hardware":

   1. EDL's Controlled Reader
   2. Psychotechnic's T-Matic (tachistocsope)
   3. Psychotechnic's Shadowscope
   4. Recorders for taped lessons and instructional packages.

C. Use of textbooks specifically for reading as well as textbooks from other academic areas.

D. Varbus uses of a paperback library in the reading lab.

E. Class sets of paperback novels for thorough study on a class basis.

II. METHODS AND PROCEDURES (cont.)

F. SRA's Reading for Understanding kit.

G. Scott, Foresman's Tactics in Reading II kit.

H. Cooperatively-taught classes by reading teacher with content teacher, or reading teacher with reading teacher, both in the reading lab and in the other classrooms.

III. EVALUATION TECHNIQUES

A. Teacher-made tests and informal inventories

B. Standardized test scores

C. Student's self-administered practice and tests, plotted on progress charts in individual folders.

D. Student's final, written, self-evaluation.

E. Individual conferences (required periodically).

IV. GRADING SYSTEM

Grades of A through F can be awarded a student. Grades are generally based on the student's progress toward the stated behavioral objectives, attendance, completion of assignments, self-evaluation by student, progress indicated by the standardized tests, the student's proficiency in other texts, and the observation of the instructor.

The grade of F is used only in extreme cases. It is seldom used at the end of first semester, and used only when absolutely necessary at the end of the student's second semester. Every effort will be made to avoid letting a student fail. The course is individualized so that some degree of success and progress is within reach of all students.

V. TEXTS

Only one text is consistently required for the student to purchase. It is EDL's Word Clues. Various levels of difficulty are assigned each student based on pre-test scores in vocabulary.

All other books and materials are furnished by the reading lab. This allows a more highly individualized program at minimal expense to the student.

VI. SUPPLEMENTAL TEXTS

There is a wide variety of well-known reading films, books and tapes in the lab.

The largest collections, which are considered the basic materials in this lab, are listed below:

VI. SUPPLEMENTAL TEXTS (cont.)

1. Wadsworth's Reading Improvement Series by Joffe, Phoenix College.

2. McGraw-Hill's Basic Skills Series, by various authors.

VII. COMPREHENSIVE OUTLINE OF SUBJECT CONTENT

This course is integrated with the total Basic Studies program. Therefore, the skills are taught within the context of the department's units: "Who Am I?", "Where Did I Come From?", "Where Am I Going?"

Since each vertical team uses different material at different times to meet its objectives, the reading teachers arrange the reaching of skills to fit the total team needs and schedule.

At the end of two semesters each student will have completed:

1. All specific-skill materiasl prescribed on the basis of pre-test scores.

2. R.F.U. cards assigned by teacher

3. Controlled Reader films as assigned

4. T-Matic exercises as assigned

5. Shadowscope practice as assigned

6. Paperback scanning as assigned

7. Recreational reading as assigned or desired

8. Any other learning activities agreed upon by the vertical team from Reading Improvement credit.

Personality Foundations
1683

I. Aims and Objectives

A. General Objectives - Orientation
1. The student will become acquainted to college in this period of transition from a high school to a college setting.
2. The student will define the purposes and policies of the Basic Studies program.
3. The student will name and identify the administrators of the college.
4. The student shall identify student, faculty and visitor parking areas.
5. The student will understand what "GPA" means and how it is figured.
6. The student will be able to identify campus buildings.
7. The student will be able to learn the meaning of "Scholastic Probation" and "Good Standing."

B. General Objectives - Psychological Testing and Interpretation
1. The student shall develop a realistic awareness of his interest, aptitudes, and personality traits, as well as improvement of it from a negative to a positive one.
2. The student shall reach a realistic view of himself, their aptitudes, their strengths, and their weaknesses.

C. General Objectives - Self Concept
1. The student shall develop a realization of their self-concept with emphasis on their evaluation of this self-image, as well as improvement of it from a negative to a positive one.
2. The student shall explore some elements of self-image psychology with emphasis on structure of real self vs. ideal self.

D. Group Counseling
1. The student will gain insight into oneself as a group member.
2. The student shall participate in a group experience.
3. The student shall achieve new insight about others as a group member.

E. General Objectives - Study of General Psychology

1. Introduction to Psychology
a. The student shall define psychology correctly.
b. The student shall identify methods of studying human behavior.
c. The student shall identify the six general areas of psychology.
d. The student shall become acquainted with a brief overview of psychology's past.

I. Aims and Objectives (cont.)

E. General Objectives - Study of General Psychology

2. Sigmund Freud's View of Personality Development

a. The student will become acquainted with the basic principles of Sigmund Freud's psychology.
b. The student shall identify the id, the ego, and the superego as defined by Freud.
c. The student shall recognize the five stages of personality development described by Freud.
d. The student shall describe the Oedipus and Electra complexes.
e. The student shall write the brief case history of a fictitous person, showing how childhood traumas create emotional problems.

3. Psychosocial View of Personality Development

a. The student shall distinguish between Freud's and Erickson's theories of personality development.
b. The student shall recognize and give examples of the eight stages of development outlined by Erickson.
c. The student shall describe Sherrill's view of personality development and relate it to your parents.
d. The student shall define the important concepts in Sullivan's interpersonal views.
e. The student shall test Sullivan's theory of development in an experiment with three people.
f. The student shall distinguish between Freudian and neo-Freudian theories of personality development.

4. Perception

a. The student will learn how perception is influenced by change, movement, size, repetition, intensity, and set.
b. The student will learn the four inborn tendencies in perception from the Gestalt psychologists.

II. Methods and Procedures

A. Encounter groups
B. Group discussions
C. Field trips
D. Individual counseling sessions
E. Self-instructional material
F. Guest speakers
G. Tapes
H. Films
I. Over-head projector
J. Book reports

CAREER PLANNING 1693

I. OVERVIEW

Each person is an individual. Each has strengths as well as weaknesses. Those persons with insight and self-awareness are capable of making their strengths compensate for their weaknesses, thereby attaining personal satisfaction and happiness through their self-actualization. Such realization will contribute greatly to the personal adjustment and psychological well-being of the individual since his self-concept is a product of his attitudes. As Milton wrote, "The mind in itself can make a hell of heaven, or a heaven of hell."

To reach self-awareness the person must recall what early experiences influences his goals and ambitions. He must realize what is or is not a realistic "occupational objective," and he can begin at this point an exploration of occupational possibilities for him which could be one of the most important steps of his life.

II. AIMS AND OBJECTIVES

1. To bring the student to an awareness of the influence that played an important role in his stated occupational objective, and have him decide whether this "choice" is realistic or idealistic.

2. To emphasize the importance of having realistic goals.

3. To acquaint the student with the hierarchy of jobs, showing the interdependence and the worth of each as a contributing member of society.

4. To acquaint the student with the need for blue collar workers in an industrial society.

5. To acquaint the student with sources of occupational information available to him.

6. To give the student an awareness of the types of workers of the future, contrasted with those of the past.

7. To teach the student "How to Study Occupations."

This unit will enable the student to develop the following skills:

1. To examine his own motives.

2. Occupational exploration.

3. Appreciation of all types of individuals, regardless of rank.

4. Looking beyond the present, having an insight and awareness of future needs.

II. AIMS AND OBJECTIVES (cont.)

Behavioral Objectives:

1. The student will analyze the become aware of some of the deterrents to the learning in high school.

2. The student will define "blue collar" worker and will explain his importance to an industrial nation such as the U.S.

3. He will explain the meaning of the term, "hierarchy of jobs," and will distinguish between a "professional" worker and a "para-professional" worker.

4. The student will analyze his tentative vocational choice and will label it as "realistic" or "unrealistic."

5. After having been given instructions on sources of occupational information, he will research his tentatively-chosen occupation by using the:

   SRA Career File in the LRC
   Dictionary of Occupational Titles
   Encyclopedia of Careers
   Occupational Outlook Handbook
   Career file in the counselor's office
   These results will be presented in individual counseling sessions with the counselor

III. METHODS AND PROCEDURES

Filmstrips and Films:

1. "Aptitudes and Occupations"
2. "Developing Leadership"
3. "Motivation"
4. "The Sensory World"
5. "A world to Perceive"

Lecture Topics:

1. "Realistic Goals"
2. "Motivation"
3. "Perception"
4. "Occupational information for Occupational Objectives"

Activity Topics:

1. Karkoff model for interpersonal communication
2. Perception
3. Motivation (field study)
4. Job Interviews -- Do's and Don'ts

HUMANITIES 1663

I. AIMS AND OBJECTIVES

General Objectives:

1. Have the student examine his own philosophy and religious attitudes.

2. Have the student relate his attitudes to that of his peers.

3. Have the student understand the philosophy and religion of other people in the world.

4. To project the sutdent's feelings in regard to "Who Am I?" through a creative project.

5. Have the student through group discussion develop logical conclusions and discussions.

Behavioral Objectives:

1. Have the student know the meaning and application to the word "philosophy."

2. Have the student know Aristotle's "Golden Mean," Plato's concept of "Universal Truths," and Christ's "Golden Rule."

3. Have the student be able to list the Holy Books of the religions of Hinduism, Buddism, Moslems, and Jews.

4. Have the student be able to explain how each religion began, their creeds, and their relationships and dissimilarities to each other.

5. Have the student write a paper examining one aspect of each of the above religions that he personally likes.

6. Have the student write a paper discussing how he would create a perfect religion using the ideas from the before mentioned religions.

7. Have the student give a lecture based on the paper and be able to defend it.

8. Have the student take his perfect religion paper and point by point relate it to his own religion.

9. Have the student write a short paper and discuss the creation stories of three groups of people out of a list of ten -- Greek, Roman, Aztec, Norse, African, Phoenician, etc.

10. Have the student discuss the pros and cons of those divine stories with that of the Bible.

I. AIMS AND OBJECTIVES

11. Have the student write a paper discussing Darwin's theory of evolution with the Bible.

12. Have the student read and discuss "Inherit the Wind."

13. Have the student discuss the relationship of the play to Divine Creation and evolution.

14. Have the student create a project that depicts the way they see the world using plastic medias, literature, songs, or any other media.

15. Have the student present his creative project to the group and defend it.

Humanities
1663

I. Aims and Objectives

A. General Objectives

1. The student will develop sensitivity and awareness concerning himself and others and the character of the group to the extent that he will:

a. Openly share his ideas and beliefs in the classroom.

b. Show tolerance and understanding when listening to ideas and beliefs of others.

c. Practice a helping and cooperative relationship in the classroom.

d. Contribute to the maintenance and functioning of the group.

e. Share in the planning and creation of a group project which reflects the character of the group.

2. The student will explore his creative potential and participate in the creative process by decorating the humanities room.

3. The student will understand and practice the process of critical thinking in decision making to the extent that when given a series of problems he will work through the steps to a conclusion and defend his decision.

4. The student will show knowledge and understanding of philosophy to the extent that he will:

a. Master the philosophic terms included in his worksheet.

b. Match a given number of philosophies with their major characteristics.

c. List three distinguishing characteristics of the major philosophers from classical through contemporary time.

d. Identify philosophic concepts communicated in literature, film, and drama.

e. Indicate his own personal philosophy and trace it's origin.

f. Write a two page essay stating his personal values and beliefs.

5. The student will show an understanding of comparative religion: Hinduism, Buddhism, Judism, and Christianity to the extent that he will:

I. Aims and Objectives (cont.)

A. General Objectives

5. a. Identify distinguishing characteristics of each.

b. Identify their similarities and differences in relationship to a superior being and man's relationship to man.

6. The student will understand his own religious beliefs to the extent that he will:

a. Compare and contrast his beliefs with others in class discussion.

b. Write a two page essay in which he synthesizes his beliefs by explaining his personal concept of and relationship to a superior being.

c. Design an ideal religion.

7. The student will understand man's attempt to answer the question, "Where Did I Come From?" to the extent that after studying selected creation myths he will:

a. Identify major similarities and differences.

b. Show how these accounts reveal various religious and cultural beliefs.

II. Methods and Procedures

A. Sensitivity training
B. Encounter groups
C. Field trips
D. Creative experimental room
E. Group discussion
F. Creative lab sessions
G. Role play
H. Individualized instruction
I. Instructional material
J. Panel discussion
K. Guest speaker
L. Media
1. Movies
2. Slides
3. Tapes
4. Records
5. Filmstrips
6. Combinations of the above

III. Evaluation Techniques

A. Student checklist to assess self-concept and affective behavioral changes.
B. Student self-evaluation

HUMANITIES 1673

I. AIMS AND OBJECTIVES

General Objectives

1. Have the students examine their culture in turns of the fine arts.
2. Have the students gain an understanding in the evolution of art, music, and movies.
3. Have the students construct a Utopian society.
4. Have the students create their own art creation and show the relationship between the art creation and themselves.
5. Have the students acquaint themselves with all cultural facilities in Fort Worth.
6. Have the students gain an appreciation of the cultural aspects of man.

Behavioral Objectives

1. The student should be able to identify the following artists:
   a. Michelangelo
   b. Rembrandt
   c. Rubens
   d. Manet
   e. Picasso
2. The students will be able to list the various cultural facilities in Fort Worth.
3. The students will be able to discuss and write on the evolution of movies.
4. The students will be able to discuss the relationship between Beethoven and Bach and current composers.
5. The student will express his perception of the world and himself by creating an art work (creative expo) in any modality.
6. The student will demonstrate his understanding of the problems of current society by creating a perfect Utopia.

II. METHODS AND PROCEDURES

1. Creative Expo
2. Second Chance Eden
3. Role Play
4. Instructional Material
5. Field Trips

II. METHODS AND PROCEDURES (cont.)

6. Overnight Trips
7. Group Instruction
8. Guest Speaker
9. Group Discussion
10. Media

    a. movies
    b. slides
    c. tapes
    d. filmstrips
    e. records
    f. combination of above

11. Make a silent movie
12. Panel Discussion
13. Individualized Instruction

Natural Science 1644

I. Aims and Objectives

A. General Objectives

1. How to think clearly (scientific method), meet a problem and follow it to a right conclusion without guidance.

2. Developing good health habits.

3. Developing a personal philosophy as related to health and applying it in daily life.

4. Understanding scientific developments in human biology, their processes and application in society.

5. Develop a positive concept as to the prevention and nature of an illness.

6. Preparing for a satisfactory marriage and parenthood as related to sex, human reproduction, obstetrical procedures and family planning.

7. How to participate effectively as a citizen.

B. Specific Objectives

Listed on the following pages

II. Methods and Procedures

A. Lecture
B. Discussion
C. Supervised study - laboratory experiments, demonstrations
D. Films
E. Overlays
F. Filmstrips
G. Field trips - museum of Science and History
H. Resource speakers from:

1. American Cancer Society
2. Ortho Pharmecutical Representative
3. Planned Parenthood

III. Evaluation Techniques

A. Group testing (specimen tests attached)
B. Performance of laboratory experiments

IV. Grading System

The term grade was determined as follows:

10% bi-weekly true and false tests
40% three major tests
25% laboratory work
25% final test

One to five term bonus points based on optional book report

V. Texts

Guild, Warren R., Fuisz, Robert E., and Bojar, Samuel. The Science of Health. Englewood Cliffs: Prentice-Hall, 1969.

Mercer, Jan. Who? What? When? Studies in Reproduction, Genetics and Evolution. Dubuque: Kendall/Hunt, 1969.

VI. Outline of Subject Content

A. Unit - "Who Am I?"

1. Chapter 1 - A Modern Concept of Health

a. Factors influencing health
b. Health science and personal health: A Modern Concept
c. Personal health in the United States
d. The impact of illness
e. The major killers: heart disease, cancer, and stroke
f. Importance of health education
g. Appendix

VI. Outline of Subject Content (cont.)

A. Unit - "Who Am I?"

2. Chapter 2 - The Cellular Basis of Life

a. The cell theory
b. Chemical foundations of life
c. Cell energy
d. Control of cell function
e. The cell
f. Cell reproduction
g. The cancer cell

3. Chapter 3 - Heredity and Genetics

a. The roots of inheritance
b. Heredity, intelligence, and mental accomplishment
c. Mendelian genetics
d. The chemical basis of genetic heredity
e. Practical medical applications of the new genetics
f. Stopping disease before it starts

4. Chapter 4 - The Heart and Blood Vessels

a. The heart
b. Heart diseases
c. The structure and function fo blood vessels
d. Atherosclerosis: Blood vessel disease
e. Blood pressure
f. Abnormalities of the blood pressure

5. Chapter 5 - The Respiratory System

a. The anatomy of the respiratory system
b. Mechanisms of respiration and air exchange
c. Specialized respiratory movements
d. Common diseases of the respiratory system

6. Chapter 7 - The Reproductive Systems

a. The female reproductive system
b. Common abnormalities of the female reproduction system
c. The menstrual cycle
d. The breasts
e. Diseases of the breast
f. The male reproductive system
g. Abnormalities of the male reproductive system

VI. Outline of Subject Content (cont.)

B. Unit - "Where Did I Come From?"

1. Chapter 8 - Marriage and Parenthood

a. Human reproduction
b. Maternal diseases
c. Complications of pregnancy
d. Personal maternal care
e. Labor, delivery and post-partum care
f. Special obstetrical procedures
g. Family planning in marriage
h. Medical aspects of birth control

C. Laboratory Exercises

1. The scientific method
2. The microscope
3. Cell study
4. Mitosis
5. The circulatory system
6. The A-B-AB-O blood groups in man
7. Chromosome study
8. Probability exercise
9. Inherited human characteristics

Natural Science
1644

I. Aims and Objectives

A. General Objectives

1. To acquaint the student with the variations (life zones) of the world's physical environments, and to note their similarities and their differences.

2. To acquaint the student with the relationship of physical factors affecting the type of living things common to each life zone and why humanity selects certain ones.

3. Create an awareness of how physical phenomenas such as gravity, momentum and energy have been utilized to send men to the moon and return and require student to be able to explain this in turn to others.

4. To create an awareness that humans and all living organisms go through definite periods of conception, growth, development, and gradual development, and gradual deteriation, both physically and mentally.

5. To acquaint the student with basic structures of all living things and require him to state the cell theory.

6. To acquaint the student to know the structures (organelles) common to all living cells and to list these functions.

7. To create an awareness of the importance of supposedly simple physical phenomena such as diffusion and osmosis and their importance in the sustenance of all life.

8. To acquaint student with molecular processes of life especially such molecules as those composed of carbon, hydrogen, oxygen, and nitrogen atoms, specifically: carbohydrates, fats, proteins, nucleic acids, and ATP.

9. Acquaint the student with parts and functions of his circulatory, reproductive, and nervous system, and the inter-relationship with his genetic makeup.

10. Acquaint the student with the history of medicine and the important breakthroughs of knowledge which has occured through the years that has brought mankind to his present methods of research.

11. To acquaint student with microscopic organisms, their life cycles, and how such knowledge is important for a larger percent of humanity to enjoy a longer life with reduced suffering.

I. Aims and Objectives (cont.)

A. General Objectives (cont.)

12. To inter-relate how developments of all phases of science and technology can be beneficial to mankind.

B. Specific Objectives

1. The student must be able to use the microscope to observe diffusion occuring in living cells, and explain why changes in the cell occured.

2. The student should be able to use knowledge of evaporation to explain why a "ater bird" functions.

3. The student must be able to type his blood for A,B and O types and Rh factor and be able to read the results, plus explain its importance.

4. The student must be able to name and identify 20 internal parts of a newly disected bird.

5. The student must be able to trace the flow of blood through the human heart and blood vessels.

6. The student must be able to use the punnel square to show probable and possible traits in offspring when given the genotypes of the parents.

7. When given phenotypes of children, parents, and grandparents, be able to establish their genotypes.

8. Be able to list functions of the blood and composition of the blood.

9. Be able to explain need for open heart surgery and workings of an artificial heart valve after observing film showing such surgery.

10. Be able to explain the human conceptive cycle and name seven or more contraceptive devices.

11. Be able to identify organs and functions of each in both the male and female reproductive systems.

12. Be able to list five main types of microscopic organisms which cause disease in humans and common diseases caused by each of these five.

13. Given a schematic chart be able to explain the interrelationship of human or domesticated animal hosts and intermediate hosts in the life cycle of various internal parasites.

14. Given current articles from newspapers, be able to relate these to knowledge gained in class.

15. Given an outline be able to gather information imparted by exhibits in Fort Worth Museum of Science and History.

I. Aims and Objectives (cont.)

B. Specific Objectives

16. Given an article on primitive people be able to identify cultural and behavioral differences of people having advantages of science and technology with those not having.

17. Given opportunity to observe children of varying ages (3,6, 9 months; 1, 2, 3, 4, and 5 years old) in lab session and be able to recognize varying stages of physical and mental growth and development.

18. Be able to maintain a notebook containing class notes and handouts in a systematic and chronological order.

19. Be able to make a score of 80% or above on all objective tests by the end of 2 retests if score does not come up to 80% on first test.

20. Be able to make and list detailed observations of physical phenomena set up in the laboratory.

II. Methods and Procedures

A. Lectures and questioning

B. Library research on ecology

C. Laboratory work with microscope

D. Assigned articles in National Geographic

E. Newspaper articles

F. Field trip to Ft. Worth Museum of Science and History

G. Sound motion pictures

H. Demonstrations

I. Laboratory technical procedures

J. Film strips, overheads, slides

K. Text assignment

L. Handout sheets

M. Charts

N. Guest speakers - Physician, African missionary, Medical detailist

Natural Science
1644

I. Aims and Objectives

A. General Objectives

1. To see the importance of his position as a college student in a new and different environment.
2. To understand the significance of natural science and the role that this field can play in his future.
3. To show the relationship of the physical and chemical systems to the human body as a whole.
4. To understand why he behaves as he does in the realm of science.
5. To have an appreciation of his own specific traits and how they came about.
6. To determine what is actually a fact and what is a judgment.
7. To appreciate that science is a skill (tool) by which he can become a well adjusted person.

B. Specific Objectives

1. Given a list of natural science areas, the student will be able to match the area to its definition.
2. Given a list of problems, the student will be able to solve each using the scientific method.
3. Given a list of hypotheses, the student will indicate how each would be tested.
4. Given the parts of the microscope, the student will match the part to its defintion.
5. After viewing filmstrips and films on the cell, the student will match the cell part to its definition.
6. After studying cell division the student will list the five stages of mitosis.
7. Given a list of parts of the heart and nearby vessels, the student will match each part to its definition.
8. Given a list of circulatory terms, the student will choose ten to define.
9. Given a list of terms studied in the digestive, respiratory, and nervous systems, the student will match each term to its definition.
10. Given a list of terms studied in the skeletal, muscular, excretory, and endocrine systems, the student will match each term to its definition.
11. Given a list of parts for the pathway of an unfertilized egg through the human female, the student will place each in correct order.
12. Given a list of parts for the pathway of sperm through the human male, the student will place each in the correct order.
13. Given a list of terms studied in the reproductive system, the student will match each term to its definition.
14. Based on discussion, films, and speakers, the student will give value judgments on pre-marital sex, sex education being taught in the public schools, abortion, and contraceptives.

B. Specific Objectives (cont.)

15. After being exposed to the two main theories of evolution (Darwin's and Lamarck's), the student will be able to write the postulates and conclusions for each.
16. Given the following words: evolution, biogenesis, mutation, abiogenesis, the student will define each.
17. After discussion and study, the student will list five out of eight evidences for evolution.
18. Using the handout on special creation, the student will look up answers to specific questions.
19. After being exposed to opposite beliefs about how "it" all got here, the student will express his reasons for his beliefs.
20. Given a list of genetic terms, the student will match each term to its defintion.
21. Given several problems involving inheritance, the student will solve each according to specific instructions previously learned.

II. Methods and Procedures

A. Lecture
B. Small group discussion
C. Films
D. Filmstrips
E. Labs
F. Speakers
G. Field trips
H. Panels
I. Question sheets

III. Evaluation Techniques

A. Group testing
B. Discussion

IV. Grading System

Tests and question sheets count equally. These and many other factors known about the student are carefully weighed and a final subjective grade is given.

V. Supplementary Texts and Reading Lists

Because of the lack of reading ability for most of our students, I do not require supplementary reading.

VI. Outline of Subject Content

A. Review of natural science
B. Scientific method
C. Cell
D. Human anatomy
   1. circulatory system
   2. digestive system
   3. respiratory system
   4. nervous system

Natural Science
1654

I. Aims and Objectives

A. General Objectives

1. To see the importance of community health
2. To see in a general way the role that a variety of diseases play in our communities and our own lives
3. To realize the new aspects of environmental pollution on our society
4. To recognize the dangers of cancer
5. To understand the significance that drugs have on the individual in his society
6. To understand the effects of alcohol on the body and how it relates to accidents, crime, etc. in our society
7. To grasp the significance that smoking plays in harming our bodies
8. To understand the seriousness of venereal diseases
9. To know what psychosomatic illness is and what can be done to overcome the illness
10. To appreciate views presented in The Next 100 Years that the authors feel might take place in the future
11. To see the importance of looking forward and making personal decisions about the future
12. To appreciate the significance of our space program and to see the role it plays in our society

B. Specific Objectives

1. The student will be able to list five characteristics of a quack
2. The student will be able to list five of the seven danger signals of cancer
3. The student will be able to define cancer, list the two kinds and give the two most important steps in controlling cancer
4. After receiving the necessary information, the student will describe the cause, how spread, site of infection, treatment, and immunity of five diseases studied
5. The student will be able to list the three kinds of bacteria according to shape
6. Given a list of famous scientists the student will match the contribution to the specific person
7. The student will be able to define passive immunity, pathogenic, parasite, and saprophyte
8. The student will be able to list the two methods by which one can get active immunity
9. The student will be able to describe the main pollutants of air and water and control measures available to employ
10. The student will be able to list the four groups of drugs as stated in the text
11. The student will be able to list the plants from which heroin and marijuana are derived
12. The student will be able to write a description of an injection kit used by a heroin addict

I. Aims and Objectives (cont.)

B. Specific Objectives

13. The student will be able to outline the history, effects, hazards, reasons for using the drug, users, sources, and laws for LSD, heroin, marijuana, amphetamines, and barbiturates
14. The student will be able to discuss in writing the effect alcohol has on the central nervous system
15. The student will be able to answer in writing why excessive drinking is dangerous to nutrition
16. The student will be able to write how long it takes 1½ quarts of beer to be removed from the blood system
17. The student will be able to define alcoholism
18. The student will be able to list three characteristics for each of the three stages of alcoholism
19. The student will be able to list four human organs and one disease for each organ that alcohol affects
20. The student will be able to describe how Alcoholics Anonymous works
21. The student will be able to list two measures that could be employed to combat drinking
22. The student will be able to list the chemical name for alcohol
23. The student will be able to write about anything specific in cigarette smoke that may cause lung cancer
24. The student will be able to write what effect menthol has on cigarette smoke
25. The student will be able to discuss in writing the connection between smoking and heart disease and between smoking and stomach ulcers
26. The student will be able to answer yes or no if smoking cigars or pipes have the same effect as smoking cigarettes
27. The student will be able to describe how the lungs rid themselves of tar particles and if not, why?
28. The student will be able to describe the connection between smoking habits of parents and children
29. The student will be able to list four reasons why people smoke
30. The student will be able to list four ailments that can occur from smoking
31. After an adequate amount of preparation, the student will be able to make the correct choice on multiple choice questions relating to venereal diseases
32. The student will be able to describe the differences between syphilis and gonorrhea
33. The student will be able to define psychosomatic illness, organic disease, psychosis, functional disease and neurosis
34. Given a list of several psychosomatic disorders, the student will describe five as it pertains to the mind
35. Given a list of astronauts, craft names and flight series, the student will be able to match each to the appropriate definition or contribution
36. From The Next 100 Years, the student will be able to write on a selection od topics related to the handout

Natural Science
1654

I. Aims and Objectives

A. General Objectives

1. Understanding the basis of personal and community health
2. Understanding world health issues and related medical and economic problems.
3. Understanding the meaning and values in life as related to tobacco, alcohol, and other drugs.
4. Understanding the need for proper nutrition and possible accompanying problems of obesity or malnutrition.
5. Understanding scientific developments in community health, their processes and application in society.
6. Understanding the environmental problems as a result of the industrial revolution and recognizing the need to remedy those problems.
7. How to participate effectively as a citizen.

B. Specific Objectives

Listed on the following pages

II. Methods and Procedures

A. Lecture
B. Discussion
C. Films
D. Overlays
E. Filmstrips
F. Field trips
G. Resource speakers from:

1. City Health Department
2. City Water Department
3. City Waste Water Department
4. Housing Standard (Neighborhood Improvement)
5. Tarrant County Council on Alcoholism
6. Fort Worth Police Department - Drugs

III. Evaluation Techniques

Group testing

VI. Grading System

The term grade was determined as follows:

75% - four major tests
25% - final test
One to five term bonus points based on optional book report

V. Text

Guild, Warren R., Fuisz, Robert E., and Bojar, Samuel, The Science of Health, Englewood Cliffs: Prentice-Hall, 1969.

Twenty-five page handout relating to the local health department

VI. Outline of Subject Content

A. Unit - The City

1. Chapter 24 - The Communicable Diseases

a. Contributors to conquering of many communicable diseases.
b. The beginning of modern microbiology
c. The impact of Pasteur on modern microbiology
d. Advances in microbiology during the twentieth century
e. Understanding microbes: The bacteria
f. Venereal disease
g. Understanding the microbes: the viruses
h. Understanding the microbes: the fungi
i. Practical aspects of communicable disease prevention
j. Immunity

VI. Subject Content (cont.)

A. Unit - The City

2. Chapter 25 - Community Health

a. Goals of community health
b. Problems of community health: changing doctor-patient relationship
c. Community health in action
d. The hospital
e. The health manpower shortage
f. Community health education
g. Nursing home facilities
h. The voluntary health agencies

3. Chapter 26 - National and International Health

a. Goals of the national health program in the U.S.
b. Guardians of national health
c. International health
d. Impact

4. Chapter 15 - Nutrition and Drugs

a. Nutrition
b. Components of a balanced diet
c. Selection of a proper diet
d. Obesity
e. Malnutrition: underweight
f. Pharmacology: drugs

5. Chapter 16 - Tobacco

a. Why people start smoking
b. What happens when a cigarette is lit
c. Long-range medical effects of cigarette smoking
d. The cigarette habit
e. Benefits of long-term cigarette smoking
f. A realistic approach to the cigarette habit

6. Chapter 17 - Alcohol

a. Effects of alcohol on the human body
b. Why normal people drink alcohol
c. Drinking among college students
d. Social consequences of occasional excessive alcohol intake
e. Alcoholism and the chronic alcoholic
f. Treatment of alcoholism
g. The prevention of alcoholism

VI. Subject Content (cont.)

A. Unit - The City

7. Chapter 18 - Narcotics, Stimulants, and Hallucinatory Drugs

a. Important properties of the narcotic drugs
b. The opiates
c. The sedatives
d. The stimulants
e. The narcotics addict
f. Treatment of the narcotics addict
g. Social implications of narcotic addiction
h. A national program to combat narcotic addiction
i. The hallucinogenic drugs
j. LSD

B. Unit - Life in the Future

1. Chapter 27 - Environmental Health

a. Air pollution
b. The drive to restore clean air
c. Water pollution
d. Water pollution and health
e. Radiation
f. Biological aspects of atomic radiation
g. Envirionmental radiation exposure and health
h. Effects of radiation exposure on man
i. Addicents
j. Noise
k. The effort to restore silence: Noise-control programs

Social Science 1623

I. Aims and Objectives

A. Goals - After completion of BAS 1623, the student will:

1. Recognize that failure of a task is not indicative of personal failure but indicates an area which needs improvement.

2. Accept that others can and are entitled to have beliefs, views, and opinions which differ from his.

3. Develop an attitude which allows others to express beliefs, views, and opinions which differ from his own.

4. Be able to conduct himself rationally in threatening situations.

5. Accept himself and others as unique individuals.

6. Recognize and adopt behaviors that indicate responsible citizenship.

7. Understand himself as a philosophical, social, and physical being.

B. General Objectives - After completion of BAS 1623, the student will be:

1. More tolerant of the viewpoints, attitudes, and beliefs of others which are contrary to his to the extent that he listens to these views, attitudes, and beliefs when expressed in the classroom.

2. More tolerant of the views, attitudes, and beliefs of others to the extent that he can rationally discuss them.

3. Able to follow the attendance policies established by Tarrant County Junior College as set forth in the Student Handbook.

C. Specific Objectives

1. Given a list containing the universal and non-universal qualities of culture, the student will be able to select the ones indicative of the universal qualities by placing a (+) in the corresponding blank.

2. Given examples of culture traits and culture patterns, the student will be able to make his own list of contemporary American culture traits and patterns.

I. Aims and Objectives (cont.)

C. Specific Objectives

3. Given the following terms: culture, social heritage, ethnocentrism, sub-culture, the student will be able to define each.

4. Given a list of the types of sub-cultures, the student will be able to give examples of each type.

5. Given a problem situation concerning the determinants of a certain type personality, the student will be able to analyze the effect of heredity and environment in causing this type personality.

6. Given the following terms: socialization, status, role, the student will be able to define each.

7. After discussion and study, the student will be able to list the three strongest agencies of socialization.

8. Given a statistical table relating to income and education in the U.S., the student will be able to analyze both as determinants of social stratification.

9. Given the following terms: caste, class, stratification, the student will be able to define each.

10. Given a list containing the criteria of class in contemporary American society, the student will be able to select the ones indicative of class by placing a (+) in the corresponding blank.

11. Given the following terms: attitude, value, belief, opinion, propaganda, stereotype, the student will be able to define each.

12. Given a list of the seven common propaganda devices, the student will be able to give examples of each.

13. Given the topic "Attitudes are Learned", the student will be able to write a paragraph supporting it.

14. Given two statements relating to societal values, the student will be able to write a paragraph on one determining whether or not the statement is indicative of contemporary American values.

15. Given a list of economic and political terms, the student will be able to match each term to its definition.

16. Given a list of terms relating to the evolution of man and African history, the student will be able to match each term to its definition.

I. Aims and Objectives (cont.)

C. Specific Objectives

17. Given the statement, "Asia is the undisputed homeland of civilization: Africa may well be the homeland of man himself.", the student will be able to write a half-page analysis of it.

18. Given a list of terms relating to the family and religion, the student will be able to match each term to its definition.

19. Given the sociological concept, "A Revolution of Rising Expectations," the student will be able to write a half-page analysis of it.

20. Given the statement, "Governmental stability is dependent upon both political legitimacy and political effectiveness," the student will be able to write a half-page analysis of it.

II. Methods and Procedures

A. Lecture
B. Small group discussion
C. Group projects
D. Films
E. Student work sheets

III. Evaluation Techniques

A. Group testing
B. Discussion
C. Observation

IV. Grading System

The final grade was determined on a point total basis. Tests, written assignments, and class grades all contributed to the final point total.

V. Supplementary Texts and Reading Lists

A. Social Science Outline
B. Selected handouts

VI. Outline of Subject Content

A. Introduction to Social Science
B. Cultural Origins and Development of Personality Traits
   1. Definition of Culture
   2. Functions of Culture
      a. Socialization
      b. Role and status
      c. Norms and values
      d. Attitudes, opinions, and beliefs
C. Cultural Institutions
   1. Family
   2. Education
   3. Religion
   4. Politics & Economic
   5. Evolution

Social Science
1623

I. Aims and Objectives

A. General Objectives

A course taught in the Basic Studies program should be structured in two ways for maximum effectiveness. First, the instructor is part of a vertical team of instructors which includes instructors in the areas of Social Science, Natural Science, Humanities, Communications, Reading, and Personality Foundations/Career Planning. These instructors have common educational goals which are developed cooperatively by all members of a vertical team. Each course, therefore, reflects these goals throughout its structure. These goals are listed below.

Vertical Team Goals:

After completing the Basic Studies program, the student will:

1. Be able to communicate freely and effectively not only through speech, but in writing, reading, and listening skills.

2. Develop increased awareness that the scientific method can be applied to problem solving in education and in life situations.

3. Develop a healthy and realistic self-concept based in his capabilities as well as his interests.

4. Learn to think critically and to make decisions supported by ration and logic.

5. Understand himself as a philosophical, social, and physical being.

6. Develop tolerance for new and different ideas and openmindedness toward the beliefs of others.

7. Recognize behaviors that indicate responsible citizenship.

8. Accept himself and other men as unique individuals.

Second, the instructor is a part of a horizontal team of instructors which includes all of the instructors which teach this course. These instructors have common educational goals which are developed cooperatively by all members of the horizontal team. These goals are, in part, derived from the goals of each of the vertical teams and are reflected throughout the course structure. A list of the horizontal team goals which have not been stated above appears below.

I. Aims and Objectives (cont.)

A. General Objectives

Horizontal Team Goals:

After completion of BAS 1623 and BAS 1633, the student will:

1. Recognize that failure of a task is not indicative of personal failure but indicates an area which needs improvement.

2. Accept that others can and are entitled to have beliefs, views, and opinions which differ from his.

3. Develop an attitude which allows others to express beliefs, views, and opinions which differ from his own.

4. Refrain from prejudging others by their contrary views, attitudes, opinions, and beliefs.

5. Continue to act so as to fulfill the goals which he has set for himself at the beginning of the semester.

6. Be able to handle himself rationally in threatening situations.

7. Be committed to a self-defined value for himself as a member of his culture.

B. Specific Objectives

Another characteristic of the Basic Studies program is its length. The program is structured so that each instructor has the same students for two semesters. This enables each instructor to derive specific objectives which are general in scope and apply to both semesters. These objectives are in terms of observable, measurable behavior, however, it is not expected that the learners will be able to demonstrate all of these behaviors at the end of the first semester. Some progress in all areas is expected. These objectives are listed below.

After completion of BAS 1623 and BAS 1633, the learner will:

1. Be able to form a systematic procedure for:
   a. the organization of:
      (1) personal time
      (2) outside resources
      (3) capabilities
      (4) actions
   b. classification of items
   c. ranking of items within a classification

I. Aims and Objectives (cont.)

B. Specific Objectives

1. d. application of generalizations to specific instances
   e. analysis
   f. evaluation

2. Be able to form a systematic procedure for inquiry which includes:
   a. gathering data
   b. sorting, ordering, and incorporation of data
   c. decision making
      (1) by individuals
      (2) by groups
   d. implementation
   e. evaluation
   f. revision
   g. internalizations
   h. synthesis

3. Be more tolerant of the viewpoints, attitudes, and beliefs of others which are contrary to his to the extent that he listens to these views, attitudes, and beliefs when expressed in the classroom.

4. Be more tolerant of the views, attitudes, and beliefs of others to the extent that he can rationally discuss them.

5. Be more tolerant of his own failures especially in academic areas.

6. Be more aware of personal strengths and weaknesses to the extent that he will be able to identify five of each kind.

7. Be able to set more positive goals for himself.

8. Be able to follow the attendance policies established by Tarrant County Junior College as set forth in the Student Handbook.

9. Be able to conduct himself in a socially approved manner in a threatening situation.

10. The student will develop confidence in himself as a worthy and integrated member of the group to the extent that he willingly, actively, and comfortably contributes to class discussions.

11. The learner will become more aware of his own feelings and attitudes and their origins to the extent that he can articulate his opinions, identify, and evaluate their sources.

12. After completion of this course, the student will demonstrate the ability to initiate and control his own learning by:
   a. developing individual objectives.
   b. asking pertinent questions related to his objectives.
   c. seeking and stating relationships among all bodies of knowledge.
   d. evaluating his concepts, values, abilities, and resources in the light of his objectives.

I. Aims and Objectives (cont.)

B. Specific Objectives

12. e. Revising his concepts, values, abilities, resources, and objective on the basis of his evaluation.

Finally, each instructor develops subordinate objectives for each course. These objectives are derived from the Vertical Team Goals, Horizontal Team Goals, and the specific objectives listed above. The objectives listed below are more specific than the others and linked to particular instructional materials.

C. Behavioral Objectives

1. After participation in classroom discussion, the learner will be able to correctly identify and define four elements of communication.

a. Given a list of items which includes elements of communication and non-elements of communication, the learner will be able to correctly identify four elements of communication.

b. Given four elements of communication, the learner will be able to demonstrate an understanding of the meaning of each of these elements by writing an original definition for each of these elements.

2. In an instructional setting, the learner will practice previously learned communication skills.

a. In an instructional setting, the learner will practice giving information in relation to a given task by using at least three of the five senses.

b. In an instructional setting, the learner will practice receiving and interpreting task related information which was communicated to him by actions utilizing at least three of the five senses.

c. In an instructional setting, the learner will practice acting on his interpretation of task related information which was communicated to him by actions utilizing at least three of the five senses.

3. The learner will develop an attitude of evaluating the ability of the group in terms of getting and giving information to:

a. accomplish a task
b. maintain the group

I. Aims and Objectives (cont.)

C. Behavioral Objectives

4. The learner will develop an attitude of acting on his evaluation of the group ability as stated above, so as to enhance the group's ability to get and give information.

5. After instruction, the learner will be able to define "The Scientific Method" by listing and defining its elements.

6. When presented with a problem, the learner will correctly use the "Scientific Method" to solve it.

7. The learner will demonstrate an understanding of the viewpoint of each of the social sciences to the extent that given descriptions of situations and/or events he will state correctly which of the social sciences would be most interested in each and justify his choice. Adequate justification will consist of demonstrating a logical of empirical link between the situation and/or event in question and the chosen social science(s).

8. After discussion, the learner will be able to define "need" and "characteristic" in terms of the relationship between them.

9. After discussion, the learner will beable to write down common needs and characteristics of his peer group.

10. After discussion, the learner will recognize and write down three of his needs and the characteristics of his actions and appearance which are associated with those needs.

11. After discussion, the learner will be able to determine how his needs and characteristics can be filled, changed, or enhanced by his educational program this year.

12. Given introductory materials and after class discussion, the learner will be able to express a written opinion on the following questions:

    a. What is knowledge?
    b. What knowledge is most reliable or important in social situations?
    c. How should the search for knowledge be conducted?

    The opinions expressed must be justified by appealing to one of the viewpoints discussed in class.

13. After discussion the learner will demonstrate an understanding of each of the viewpoints concerning the nature of knowledge by answering the following questions concerning assigned topics and justifying their answer.

I. Aims and Objectives (cont.)

C. Behavioral Objectives

13. a. According to: Naive Realism, Subjectivism, New Realism, Epistemological Dualism, Phenomenalism, Objective Idealism, and Pragmatism:

(1) What things are real?
(2) What can be known about real things?
(3) How many kinds of knowledge exist?
(4) Is knowledge collective?
(5) Is knowledge absolute?
(6) What are the sources of knowledge?

14. After instruction, the learner will be able to identify the epistemological category which best fits him and justify his selection.

15. Given instruction and discussion opportunity, the student will be able to:

a. Identify the three problem solving models and discriminate among them.

b. Use each of the three probelm solving methods to solve a problem.

c. Write a written evaluation of each of the three models, measuring the efficiency and effectiveness of each in solving the same type of problem.

d. Write an assessment of their reactions using each of the models.

e. Identify and use the six steps in problem solving.

f. Formulate and evaluate a definition of problem solving.

g. Identify the roles in a problem solving situation and comfortably participate in any role.

16. After class discussion and participation, the learner will be able to:

a. Identify and make explicit the relationship between evaluation and measurement.

b. Apply the definition of evaluation to a written assignment.

c. List ten actions which he considers to be the greatest "good" actions a person can perform, justifying the actions by appealing to the criteria agreed upon in class.

I. Aims and Objectives (cont.)

C. Behavioral Objectives

16. d. Discriminate among facts, value judgments, and opinions and justify his choices.

17. After class discussion, viewing the film "Inherit the Wind," listening to a panel discussion on Evolution and Spontaneous Creation, reading "Time Was" by Robert Ardrey and "Evolution or Special Creation?" by Frank L. Marsh; the learner will be able to:

a. Identify the theory of Organic Evolution
b. Identify the theory of Spontaneous Creation
c. Identify which of the following sources of knowledge are claimed by the proponents of each theory:

(1) Authoritarianism
(2) Intuitionism
(3) Rationalism
(4) Empiricism
(5) Conventionalism

d. Evaluate both theories assigning the values "adequate" or "inadequate" on the basis of the following criteria:

(1) Accuracy of each theory in explaining events
(2) Internal cohesiveness
(3) Coherence with external knowledge
(4) Verifiability of each theory
(5) Clarity of each theory
(6) Percision of interpretation

18. Given a presentation by Dr. Charles Hurst and class discussion following this presentation, the learner will be able to answer the following questions and justify his answer by showing a logical connection between his answer and Dr. Hurst's presentation.

a. What is prejudice?
b. Is Dr. Hurst prejudiced?
c. What was the main theme of Dr. Hurst's talk?
d. Did Dr. Hurst's comments seem justified?
e. What was your reaction to Dr. Hurst's presentation?

19. Given a presentation by Roland Hayes and class discussions following this presentation, the learner will select one of the following and justify his opinion.

a. Race is <u>not</u> a myth; I believe the world has ____ races.

b. Race is a myth; I believe all human beings belong to one race.

I. Aims and Objectives (cont.)

C. Behavioral Objectives

20. Given a presentation by Roland Hayes and class discussion following this presentation, the learner will two of the following, comment on the truth or falseness of the selected statements, and justify his opinion by appealing to information presented in class.

a. The actual situation in the Africa from which American Negroes came contrasts sharply with what many Americans believe about that situation.

b. African Negroes captured and sent to America as slaves endured several psychological shocks.

c. Certain characteristics of the American plantation system often developed certain personality traits in ante-bellum slaves.

d. The Dred Scott Decision of 1856 infuriated the Negroes and abolitionists.

e. After emancipation, the American Negro's situation reached its lowest conditions around 1900.

f. The requirements of war and national defense have affected both the Negro's location and his civil rights.

g. The two key Supreme Court decisions in the American Negro's history are Plessy vs. Ferguson (1896) and Brown vs. Topeka (1954)

h. The American Negro has come closer to possessing all his civil rights since 1956 due to actions of men, civil rights groups, and the federal government.

i. The Klu Klux Klan's beliefs epitomize the WASP tradition in America.

j. Though miscegenation has been feared in our history, it has always taken place.

21. The learner will be able to experience racial issues and pressures from the point of view of a different racial, economic, or educational group than his own.

22. The learner will be able to participate in the solution of social and economic problems introduced into the community of Sunshine and experience the results of these solutions the class has collectively arrived at.

I. Aims and Objectives (cont.)

C. Behavioral Objectives

23. Given the Pasties Case Study, the learner will be able to express and justify an opinion on the following questions:

a. What would be your emotional reactions to capture?
(1) to the trip to Fanesia?
(2) to the new culture?
(3) to the Fanesians themselves?

b. Would you work hard? Justify your opinions.

c. Would you retain your present religious faith? Why?

d. Would you want to be like the Fanesians?

e. Would you be honest?
(1) Would you lie or cheat?

f. How would you act in the presence of Fanesians?

g. Would you feel rebellious?

h. How would you react to the sexual customs on Fanesia?

i. How would your children's reactions to Fanesia compare with the reactions you had when you first came to Fanesia?

j. What would "family" mean?
(1) What would it be like to be a father? mother? or child in this situation?

k. What have we learned about what happens to personality when a person's body is completely controlled by someones else?

II. Methods and Procedures

A variety of instructional methods were used to accomplish the objectives listed in section one of this syllabus. The general strategy used was:

1. An experience was provided for the learners.

2. The experience was analyzed in terms of (a) what happened to the individual and group (b) why it happened (c) how the individual and group felt about the experience, and (d) why they felt this way.

3. The experience was evaluated in terms of desired outcomes for the individual and group.

4. The basic concepts related to the experience were identified and discussed.

Social Science
1633

I. Aims and Objectives

A. Goals: After completion of BAS 1623, the student will:

1. Recognize that failure of a task is not indicative of personal failure but indicates an areas which needs improvement.
2. Accept that others can and are entitled to have beliefs, views, and opinions which differ from his.
3. Develop an attitude which allows others to express beliefs, views, and opinions which differ from his own.
4. Be able to conduct himself rationally in threatening situations.
5. Accept himself and others as unique individuals.
6. Recognize and adopt behaviors that indicate responsible citizenship.
7. Understand himself as a philosophical, social, and physical being.

B. General Objectives - After completion of BAS 1623, the student will be:

1. More tolerant of the viewpoints, attitudes,and beliefs of others which are contrary to his to the extent that he listens to their views, attitudes, and beliefs when expressed in the classroom.
2. More tolerant of the views, attitudes,and beliefs of others to the extent that he can rationally discuss them.
3. Able to follow the attendance policies established by Tarrant County Junior College as set forth in the Student Handbook.

C. Specific Objectives

1. Given the topic "Black Power" the student will be able to write a one-page essay using proper communication skills.
2. Given the following terms: primary, lobbying, coalition, caucus; the student will be able to match each to its definition.
3. Given the following terms: bicameral, extradition, judicial review, oligarchy; the student will be able to match each to its definition.
4. Given the following terms: Statism, Bill of Rights, Federalism, concurrent power, reserved power; the student will be able to define each.
5. Given the following terms: Ex Post Facto, Bill of Attainder, Writ of Habeas Corpus, Due Process, Sedition; the student will be able to match each to its definition.
6. Given the following terms: Eminent Domain, Poll Tax, Naturalization, Immunity; the student will be able to match each to its definition.
7. Given the topic "Separation of Powers", the student will be able to write a one-half page analysis of it.
8. Given the topic "Our Adaptable Constitution," the student will be able to write a one-half page analysis of it.
9. Given the terms: defacto and dejure segregation, the student will be able to define and give examples of each.

I. Aims and Objectives (cont.)

C. Specific Objectives

10. Given the statement, "Public order in a free society, does not and cannot rest solely on applications or threats of force by the authorities.", the student will be able to write a one-half page analysis of it.
11. Given the statement, "Prejudice is best reduced by first reducing discrimination.", the student will be able to write a one-half page analysis of it.
12. After discussion and study, the student will be able to use the techniques of interpreting data by answering test questions related to:

a. misleading statements to avoid the laws of libel and slander.
b. misleading statements to avoid Federal prosecution for false advertising.
c. tests of reliability in interpreting data.
d. the use of statistics to mislead and confuse.

II. Methods and Procedures

A. Lecture
B. Small group discussion
C. Group projects
D. Films
E. Guest speakers

III. Evaluation Techniques

A. Group testing
B. Discussion
C. Observation

IV. Grading System

The final grade is determined on a point total basis. Tests, written assignments, and class grades all contribute to the final point total.

V. Supplementary Texts and Reading Lists

A. Current Perspectives on Social Problems, J.R. Landis, second edition.
B. Selected handouts

VI. Outline of Subject Content

A. Introduction to Social Problems

1. Interpretation of data
2. Race and ethnic group problems
3. Crime and deviant behavior

SOCIAL SCIENCE 1633

I. AIMS AND OBJECTIVES

A. General Objectives

A course taught in the Basic Studies program should be structured in two ways for maximum effectiveness. First, the instructor is part of a vertical team of instructors which includes instructors in the areas of Social Science, Natural Science, Humanities, Communications, Reading, and Personality Foundations/Career Planning. These instructors have common educational goals which are developed cooperatively by all members of a vertical team. Each course, therefore, reflects these goals throughout its structure. These goals are listed in the syllabus for Social Science 1623 (Fall, 1971).

Second, the instructor is a part of a horizontal team of instructors which includes all of the instructors which teach this course. These instructors have common educational goals which are developed cooperatively by all members of the horizontal team. These goals are, in part, derived from the goals of each of the vertical teams and are reflected throughout the course structure. A list of the horizontal team goals appears in the course syllabus for Social Science 1623 (Fall, 1971).

B. Specific Objectives

Another characteristic of the Basic Studies program is its length. The program is structured so that each instructor has the same students for two semesters. This enables each instructor to derive specific objectives which are general in scope and apply to both semesters. These objectives are in terms of observable, measurable behavior, however, it is not expected that the learners will be able to demonstrate all of these behaviors at the end of the first semester. Some progress in all areas is expected. These objectives are listed in the course syllabus for Social Science 1623 (Fall, 1971).

C. Behavioral Objectives

Finally, each instructor develops subordinate objectives for each course. These objectives are derived from the Vertical Team goals, Horizontal Team goals, and the specific course objectives identified above. The objectives listed below are more specific than the others and linked to particular instructional materials and events.

1. After participation in the unit "Origins of World War II," the learner will become acquainted with the relative diplomatic standings of the major European powers prior to World War II to the extent that he can rank them from strongest to weakest.

2. After participation in the unit "Origins of World War II," the learner will be comfortable in the role of group decision-maker to the extent that he can take responsibility for his decisions and act on them.

I. AIMS AND OBJECTIVES (cont.)

C. Behavioral Objectives

3. After participation in the unit "Origins of World War II," the learner will be able to analyze the actions of the group to the extent that he will be able to identify:

   a. His title and duties within an assigned country
   b. His country's overall strategy
   c. His part in negotiations with other countries
   d. His part in the decisions made by his country during each turn
   e. His country's actions and their results
   f. The standing of all countries at the end of each turn

4. After participation in the unit "Origins of World War II,", the learner will be able to use his experiences and impressions gained from participation in the unit to express and justify an opinion in a one-page answer to the following questions:

   a. Each country has definite strengths and weaknesses. In your opinion, what were your country's strengths? Weaknesses? Justify your opinion.

   b. This game is structured so that each of the participating nations could win. In each game, there are critical decisions and moves that determine the country which will win. In your game, identify the critical moves and decisions made by your country and their consequences.

   c. Germany is the strongest nation in the game. If diplomacy fails, Germany will win. How was Germany stopped in your section? If Germany was not stopped, describe the mistakes made by the other countries which allowed Germany to win.

   d. This is a game of diplomacy. The most able diplomats should win. Do you feel this is what actually happened in your section? Justify your opinion.

   e. What was your country's general strategy? In what areas were you successful? Why? In what areas were you blocked? Why?

   f. The purpose of this game was to identify for you the conflict between nations which takes place in the areas of international relations. Do you think this game presents an accurate picture of international relations? Justify your opinion.

I. AIMS AND OBJECTIVES (cont.)

C. Behavioral Objectives

5. The learner will attend the Minority Awareness Week presentations listed below:

   a. The White Roots of Peace
   b. Sounds in Blackness
   c. El Teatro Chicano de Austin

6. The learner will attend the films listed below:

   a. "A Raisin in the Sun"
   b. "1984"
   c. "The Grapes of Wrath"

7. The learner will attend the Forums listed below:

   a. VAnce Packard
   b. Senator Wayne Morse

8. The learner will attend the Video Tape Network presentations listed below:

   a. "The World Game"
   b. "Opinions"

9. After participation in the class discussion following each of the required Minority Awareness Week presentations, films, forums, and Video Tape Network presentations listed above, the learner will answer the following questions and justify his opinions with specific examples.

   a. Write a short summary of what you perceived to be the message, major points, or trends of the experience.

   b. What were your reactions to this experience? What specific things caused these reactions? Why?

   c. Do you feel this experience was worthwhile for you? Why? If you do not feel this experience was worthwhile, what specific things were omitted which you needed to gain something from this experience? What factors prevented you from gaining something from this experiences? Why?

   d. What specific things did you gain from this experience?

10. After class discussion, the learner will be able to:

   a. Distinguish between axiological ethics and deontological

   b. Form and express an opinion on the basis of ethical decisions (both deontic and axiological ethics) using one of the following theories as justification for the opinion expressed:

I. AIMS AND OBJECTIVES (cont.)

C. Behavioral Objectives

10. b. (1) Emotive Meaning Theory
(2) Intuitional Theory
(3) Definability Theory

11. After class discussion, the learner will be able to explain and give examples of "good," "bad," "right," and "wrong" using the following standards:

a. Attitudes

(1) Subjective Approbative Theory
(2) Social Approbative Theory
(3) Theological Approbative Theory

b. Psychological Factors (other than attitudes)

(1) Hedonism
(2) Affective Theory
(3) Interest Theory

c. Law

(1) Custom Theory
(2) Positive Law Theory
(3) Natural Law Theory
(4) Moral Law Theory

d. Self as the Metaphysical Principle

(1) Eudamonism
(2) Self-Realization Theory

e. Process

(1) Evolutionary Theory
(2) Marxism
(3) Progmatic Naturalism

12. Using the handout on Ethical Systems, class discussions, and personal observations, the learner will write a brief description of the characteristics of five social institutions implied by each of the following ethical systems.

a. Power Theory (pure form)
b. Hobbes' Variation of the Power Theory
c. Stoicism
d. Greek Eudaemonism
e. Communism
f. Spinoza's Naturalism
g. Pragmatic Naturalistic Humanism
h. Religious Perfectionism

I. AIMS AND OBJECTIVES (cont.)

13. After participation in class discussions on the values listed below, the learner will:

    a. Define the values
    b. Rank each value on a scale of 1-15 in the order of their importance to the learner's parents and peer group
    c. Consider criticism of each value proposed by one or more social group in the United States today.
    d. Form, express, and justify an opinion agreeing or disagreeing with the criticism of each value.

    The values considered are:

    a. Achievement and Success
    b. Activity and Work
    c. Morality
    d. Humanitarianism
    e. Efficiency and Practicality
    f. Progress
    g. Material Comfort
    h. Equality
    i. Freedom
    j. External Conformity
    k. Science and Secular Rationality
    l. Nationalism/Patriotism
    m. Democracy
    n. Individual Personality
    o. Racial Superiority

14. The learner will express an opinion on the proposition that value conflicts are often only different interpretations of common values. Opinions expressed will be justified by citing specific examples to support the learner's opinion in the areas of equality, humanitarianism, and progress.

II. METHODS AND PROCEDURES

A variety of instructional methods were used to accomplish the objectives listed in section one of this syllabus. The general strategy used was:

1. An experience was provided forthe learners.

2. The experience was analyzed in terms of (a) what happened to the individual and group (b) why it happened (c) how the individual and group felt about the experience, and (d) why they felt this way.

3. The experience was evaluated in terms of desired outcomes for the individual and group.

4. The basic concepts related to the experience were identified and discussed.

5. A similar experience was provided for the learners giving them a chance to apply generalizations on an individual level.